

S E C R E T

LANGUAGE TRAINING SCHOOL

NOTE: Fuller discussion of the Language Training School will be found at Tab A. The discussion there includes background material and detail which influenced our considerations and which will be of interest to the Office of Training, but which may not be of interest to all readers of this survey. In this present section we limit ourselves to a summary of our findings and recommendations.

Introduction

25X1A 1. The Language Training School, with a staff of over [REDACTED] provides the bulk of the language training required by Agency staff and contract personnel in the Washington area. Its major non-teaching function is language-proficiency testing for the Agency. The School has done well with the resources it has. Some of the shortcomings we note below have, in part at least, been beyond the control of the School's management.

2. The rationale for maintenance of a sizable language-instructing faculty in the Agency has rested in the main on considerations of security and flexibility, and, to some extent, on evaluations of the content and quality of courses available outside the Agency. We believe the Agency's special needs do warrant the maintenance of a language-teaching facility, but we believe further study is needed on how large the facility should be.

Background

25X9 3. The Language Training School is a descendent of the Language Services Division, organized in late 1951. The present name was adopted in 1965. Altogether the School has trained nearly [REDACTED] Agency employees in more than 40 languages. Most of the training has been in part-time classes; although recent years have seen an increase in emphasis on full-time training. In FY 1967 the School had a total of [REDACTED]

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students ( [REDACTED] full-time students, [REDACTED] part-time students, and [REDACTED] tutorials"). The School has instructional capabilities in 51 languages; 18 of which it has a capability to give extensive full-time instruction. The Agency has been slow in setting and maintaining realistic and meaningful language requirements. This is in the process of being corrected as a result of the new language policy adopted in 1966.

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Agency Language Policy

4. In 1965 a special Working Group was formed to examine the Agency's language program. It found "a widespread lack of essential discipline in the Agency's management of its foreign language program," and made a number of recommendations which were approved in February 1966. Pending revision of [REDACTED] on the Agency's Language Development Program, [REDACTED] was issued setting forth new goals of the CIA Foreign Language Development Program and calling for the directorates to spell out their requirements. Adoption of the new policy resulted almost immediately in an increased work load for the Language Training School. The number of its full-time students in FY 1967 was more than double the 1965 figure of [REDACTED] regular daytime students in full-time classes. Also, testing of employees' language proficiencies was stepped up sharply.

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5. Reports prepared by the Chairman of the Agency's Language Development Committee (the chairman is the Deputy Director of Training) show that much has been accomplished since adoption of the new policy, but also that there is still some distance to go. There are some misgivings as to whether components have in all cases determined their language requirements on a realistic basis. Language training requirements can be expected to show a decided increase as implementation of the new policy proceeds.

6. We heard many and varying views on how much of its language training needs the Agency should try to meet internally. We doubt that anyone at present is in a position to determine an optimum size for the Language Training

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School. We believe the Language Development Committee should prepare guidelines, formulate policy proposals, and undertake studies as indicated in the following recommendation.

It is recommended that:

No. 17

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The Director of Training request the Agency's Language Development Committee to:

- a. Prepare and issue guidelines on the planning of language training and the preparation of language training requirements.
- b. Formulate over-all policy proposals on the use of external language training as opposed to internal.
- c. Undertake on a priority basis studies designed to identify those languages in which the Language Training School should maintain an instructional capability and to determine the level of capability required in each such language.

Organization and Administration

7. The Chief of the Language Training School is both administrative and academic head of the School. The number of contract personnel varies; when we visited the School it had [REDACTED] persons under four different kinds of annually renewable contracts.

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8. The School is organized into an Office of the Chief, a Language Faculty (with five language departments), a Testing and Tutorial Branch, and a Support Branch. When we first visited the School, no organizational chart was available. This organization has permitted flexibility in handling assignments and work loads, but it is too loose for efficient management. Employees describe the School as being one in which "everyone" works

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together and "pitches in" to get jobs done. One language department head, who conceded he was short on time for supervising, was spending considerable time compiling School statistics, and in addition was responsible for supervision of the School library. There was no head of the Language Faculty, although there is a need for one. One contract employee who functions as a department head when the chief is absent noted that his supervisory responsibility had never been clearly spelled out to him or to other employees. The lack of clearly defined responsibilities seemed characteristic of the School as a whole. Students consider the School weak in organization and administration and feel that closer supervision of contract instructors is needed. Communication among employees is deficient, especially between the staff and the contract employees. Both staff and contract personnel feel somewhat "out of things" in Rosslyn; senior OTR officials seldom visit the School.

9. Administrative weaknesses are attributable, in part, to a large increase in numbers of students and contract instructors without a comparable increase in the numbers of linguist supervisors and support personnel. The enrollment of full-time students has more than quadrupled in the last four years. The number of contract instructors has more than doubled since 1960. Yet, in seven years the size of the School staff has increased only from [REDACTED]. We cannot say that the 1960 ratio of staff to students (and to contract instructors) was a proper one, but it is clearly out of balance now. Another factor contributing to administrative weakness is the sheer volume of paperwork. The School operates largely as an autonomous unit. We see no good reason why the Registrar Staff could not do some of this paperwork, as it does for other OTR schools. We found top levels of OTR generally aware of the administrative problems of the School. They and the School Chief were working at improvements, but more can and should be done.

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It is recommended that:

No. 18

The Director of Training include the following steps among the measures he is taking to improve management and administration of the Language Training School:

a. Transfer from the Language Training School to the Registrar Staff those administrative and reporting functions that the Registrar Staff now performs for other OTR schools.

b. Transfer to the staffing complement of the Language Training School positions for at least two more staff linguists and two more clerical/support personnel.

c. Direct the Chief, Language Training School to ensure that closer supervision is maintained by staff linguists of the teaching done by contract instructors.

d. Appoint a Chief of Language Faculty.

e. Direct the Chief, Language Training School to delineate in writing the duties of contract personnel, particularly those with supervisory responsibilities.

f. Require the holding of more frequent staff meetings in the Language Training School and within the individual language departments.

g. Take the lead in establishing the practice of more frequent visits to the Language Training School by senior OTR officials.

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Contract Employees

10. Contract instructors are the "line" workers of the School. They give most of the actual language instruction and conduct most of the spoken language testing. Many assist in the preparation of course materials. Some serve as supervisors. Many are natives of foreign countries; nine are not U.S. citizens. We commend the School for having no more personnel problems than it has with this heterogeneous, largely female group.

11. The use of contract instead of staff employees in these positions is based on the need for native speakers in classroom instruction and for flexibility in meeting changing requirements. When we surveyed the School it had

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available for tutoring or other language work. At no single time are all actually working.

12. Making up a special grouping among the contract personnel are wives of Agency employees. At the time of our survey there were [redacted] of these, not counting three WAEs who were wives of full-time contract employees of the School. The other contract employees allege that "the wives" get special treatment from management and that some try to take advantage of their husbands' being Agency staff officers. Some of this criticism could be prevented if the School Chief carefully briefed wives before their employment on the delicacy of their positions and on the need for discretion to avoid giving cause of complaint. Wives now employed should also be briefed.

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It is recommended that:

No. 19

The Director of Training instruct the Chief, Language Training School to have the wives of Agency employees hired as instructors at the Language Training School briefed carefully on their work and working conditions, with special attention to the relationship between these wives and the other contract personnel.

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13. Morale among the contract personnel is generally high as regards their work, but not so good as regards the terms of their employment and status with the Agency. They are concerned about job security, retirement provisions, and "status." Not all of the complaints are justified, and the bases of some were in large part removed by developments during our survey. When we first visited the School, contract personnel were not eligible for benefits of the Civil Service Retirement Act, the Federal Employee's Group Life Insurance Act, and the Federal Employees' Health Benefits Act. During our survey, Civil Service Regulations were amended so as to make U.S. citizen contract employees eligible for the benefits of these three basic acts.

14. We heard a number of critical comments, including those of students, regarding the qualifications of contract instructors. Our impression is that quality varies but that the group as a whole is qualified for present tasks. The School does have difficulty in recruiting and retaining qualified personnel and has at times been forced to accept less well qualified personnel than it would like. This is not surprising. More intensive instructor training would partially compensate for this. The vigor with which instructor training has been carried out has depended in large part on the various language departments. OTR policy has not always been strictly followed.

It is recommended that:

No. 20

The Director of Training require the Chief, Language Training School to ensure compliance with the policy of the Office of Training requiring teacher training for contract and staff instructors.

Courses and Classes

15. Most language training is given in the School's quarters in the Washington Building Annex of Arlington Towers in Rosslyn, although some classes are given in headquarters

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and at other sites, and full-time students generally spend a few days [REDACTED]. Major emphasis is on the spoken language, and teaching for the most part is based on the modern audio-lingual method. The adequacy of course materials varies; basic policy is to use the best of what is available in Government or commercially and to supplement this as necessary. The School has prepared a number of its own courses. Programmed instruction and program-assisted instruction are being used to a limited extent.

16. Effective use of modern language-teaching methods requires that classes be small in size; economical management requires that the student/teacher ratio be kept as high as possible. In the Language Training School the problem has not been one of limiting, but rather one of increasing the average size of classes. Many classes have only one or two students. This is due in part to the number of individual languages taught, and in part to the need for flexibility in meeting specific requirements. School discussions with Clandestine Services officials during our survey resulted in changes in course-scheduling procedures which should increase the average sizes of classes.

Testing and Proficiency Ratings

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17. The School is currently giving language-proficiency tests at an annual rate of about [REDACTED] oral tests and [REDACTED] written or reading tests. Five proficiency ratings are currently in use: Slight, Elementary, Intermediate, High, and Native. The first four of these are sometimes modified by a plus (+) in the test reports, but the plus is not made a part of the rating carried in the machine-run Language Qualifications Register. The verbal ratings used are not fully descriptive of the requirements for obtaining them. The Department of State and other agencies used a numerical rating system, equivalent to ours except that the numerals 1 through 5 are used instead of verbal ratings. Each of the numerical ratings except 5 may be modified by a plus. We believe we would do well to adopt this system.

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It is recommended that:

No. 21

The Director of Training bring the language proficiency rating system into line with the numerical system used by the Department of State and propose changes in headquarters regulations to reflect this change and to define the numerical ratings in terms descriptive of the requirements for obtaining them.

Physical Facilities

18. The School is housed in what was once an automobile garage. A study prepared in 1966 by a contract consultant termed the building "very poorly designed for the task it must perform." We rate the quarters as adequate but not good. OTR has been trying to get the School relocated.

19. The School library needs improvement. When the Language Training School was part of the Language and Area School, the library was run by the Central Reference Service (then the Office of Central Reference). In 1965, when area studies were dropped, the Language Training School took over operation of the library, and the Central Reference Service took most of the general area studies books. We believe the library should again be managed by the Central Reference Service.

It is recommended that:

No. 22

The Director of Training:

a. Request the Director of Central Reference Service to resume operation of the Language Training School library.

b. Transfer one ceiling position from the Office of Training to Central Reference Service for this purpose.

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20. The School operates a language laboratory on the ground floor of Headquarters Building. More Headquarters personnel might use it if they were aware of what was offered and of the lack of red tape for use of the facility by any self-study student.

It is recommended that:

No. 23

The Director of Training prepare a notice periodically for general distribution in Headquarters describing the facilities of the language laboratory and the hours of operation and soliciting comments and suggestions from employees on improvements which might add to its usefulness.

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21. [REDACTED] full-time students are given short periods of a type of "total immersion" language training. This training is useful. Other components

[REDACTED]

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When we visited it, we found all in good order and the building itself neat, clean, and in good repair.

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Security

22. The Language Training School runs largely as an unclassified institution. No classified materials are used in

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